



Yaxham Church of England VA Primary School

Geography Curriculum Plan

*Through loving God and loving others,
we flourish, learn & grow.*



	National Curriculum Objectives	Substantive Concepts	Skills	Knowledge	Key Vocabulary
R	Understanding the World Past and Present People, Culture and Communities The Natural World	Weather and seasons. Communities. Environments.	Locational Knowledge A - Recognise a continent is an area of land and oceans surround it B - Name capital city of the UK C - Use a few key phrases such as country, city, ocean and continent Place Knowledge A - Recognise some similarities and differences between the UK with a contrasting country in the world B - Recognise some similarities and difference between a local city/town in the UK with a contrasting city/town in a different country C - Use some key words such a country, city and town Human and Physical Geography A - Recognise seasons and the weather in the UK B - Use a few words referring to key physical features C - Use a few words referring to key human features D - Use some words such as season, weather, rain, snow, etc Geographical Skills and Fieldwork A - Have access to world maps, atlases and globes B - Have access to compasses to recognise directions C - Recognise and have access to maps D - Use a few words such as country, continent, ocean E - Use simple fieldwork skills to observe the geography of the surrounding area	The weather changes at different times of the year. A year is 12 months. These are January, February, March, April, May, June, July, August, September, October, November, December. The four seasons are spring, summer, autumn and winter. It is warmer in summer and colder in winter. A community is a group of people who live in a particular place. Your town or village is your local community. Our school community is Yaxham. A tradition is something that people in the community do, that has been done many times before. Environments are our surroundings. Different people, plants and animals live in environments. A continent is an area of land. A city is a place where many people live closely together. A country is a land. An ocean is a large area of sea. The capital city of the UK is London.	Weather, season, year, spring, summer, autumn, winter, community, town, village, home, live, school, environment, animals, plants, humans, continent, country, ocean, city, London, Yaxham
	Name, locate and identify characteristics of 4 countries and capital cities of UK and surrounding seas	Countries and cities. National symbols and flags.	Locational Knowledge A - Name the world's seven continents and five oceans B - Name the four countries and capital cities of the UK and its surrounding seas C - Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK B - Use some basic geographical vocabulary to refer to key physical features C - Use some basic geographical vocabulary to refer to key human features D - Use some key vocabulary to demonstrate knowledge and understanding at this level Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage C - Devise a simple map D - Use some key vocabulary to demonstrate knowledge and understanding in this strand	Union means joining together. The United Kingdom is a union of four countries. The United Kingdom is in Europe. Europe is a continent - there are 7 of these in the world. The UK is an island which means it is an area of land surrounded by sea. There are 4 countries in the UK - Scotland, England, Wales and Northern Ireland. England is where we live. Edinburgh is the capital of Scotland. London is the capital of England. Cardiff is the capital of Wales. Belfast is the capital of Northern Island. The overall capital city of the UK is London because it is the largest city of the UK.	Union, UK, Scotland, England, Wales, Scotland, London, Edinburgh, Cardiff, Belfast, capital city
YR 1	Identify seasonal and daily weather patterns in the UK	Seasonal weather patterns.	Locational Knowledge A - Name the world's seven continents and five oceans B - Name the four countries and capital cities of the UK and its surrounding seas C - Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK B - Use some basic geographical vocabulary to refer to key physical features C - Use some basic geographical vocabulary to refer to key human features D - Use some key vocabulary to demonstrate knowledge and understanding at this level	There are 4 seasons - Summer, Spring, Winter and Autumn. A season is a time of year that is named because of the weather patterns and daylight hours. Spring is March, April and May. Summer is June, July and August. Autumn is September, October and November. Winter is December, January and February. Types of weather include sun, storm, rain, hail, sleet, snow, wind, ice, cloud, lightning, thunder.	Season, Autumn, Spring, Winter, Summer, January, February, March, April, May, June, July, August, September, October, November, December, sun, rain, win, sleet, snow, ice, thunder, storm, lightning

	Use world maps, atlases and globes	How maps, atlases and globes help us to locate places in the world.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features C - Devise a simple map D - Use some key vocabulary to demonstrate knowledge and understanding in this strand	A map is a drawing to show where some/all the countries and oceans are in the world. It can also show things that cannot be seen like temperature (how hot or cold somewhere is). An atlas is a book of maps and globes are round objects which show the earth.	Map, globe, atlas, country, ocean, North, East, South, West
	Use basic vocabulary to refer to key physical and human features	Human features are things you can see all around you (were built).	Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK B - Use some basic geographical vocabulary to refer to key physical features C - Use some basic geographical vocabulary to refer to key human features D - Use some key vocabulary to demonstrate knowledge and understanding at this level	A village is where people usually live in the countryside. A town is usually a place with lots of houses and a city is a place where many people live close together. A factory is a building where things are made and a farm is a piece of land used to grow plants and raise animals for food. A house is a building where someone lives and an office is a building where someone works. A shop is a building that sells things people need. A port is a place at the edge of an ocean or river where ships can unload lots of cargo (things people can buy or use) and a harbour is a deep area of water that protects boats near the land.	Human, village, town, city, country, continent, factory, shop, port, harbour
	Use simple compass directions to describe the location of features and routes on a map	Compass directions using maps.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features C - Devise a simple map D - Use some key vocabulary to demonstrate knowledge and understanding in this strand E - Use simple fieldwork and observational skills to study the geography of the surrounding area	A compass is a tool used for direction - to help people find their way. It has a needle that spins. There are 4 compass directions - North, South, East and West.	North, South, East, West, compass, direction, up, down, left, right
	Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features devising a simple key	Aerial photographs of an area.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features C - Devise a simple map D - Use some key vocabulary to demonstrate knowledge and understanding in this strand E - Use simple fieldwork and observational skills to study the geography of the surrounding area	The word aerial means from above. When we look at something from above we call this an aerial view. Objects sometimes look different from an aerial view. Maps often have a title, labels and symbols. Maps often have a key which explains the symbols. Maps often have a compass showing north, south, east and west.	Aerial, map, title, symbol, key, compass, North, South, East, West, up, down, left, right, far, near
	Use simple fieldwork and observational skills to study the geography of the school	Study of Yaxham school.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features C - Devise a simple map D - Use some key vocabulary to demonstrate knowledge and understanding in this strand E - Use simple fieldwork and observational skills to study the geography of the surrounding area	Locate the journey to school. Understand our local area. Locate the school in our local area. Name the key features in our school and local area.	Locate, journey, home, school, village, town, local area, human features, physical features
	Name and locate 7 continents and 5 oceans	Continents	Locational Knowledge A - Name the world's seven continents and five oceans C - Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage C - Devise a simple map D - Use some key vocabulary to demonstrate knowledge and understanding in this strand	A continent is a large area of land. There are 7 continents and these are (smallest to largest in area) Asia, Africa, North America, South America, Antarctica, Europe and Australisia (Australia).	Continent, map, atlas, globe, Asia, North America, South America, Africa, Antarctica, Europe, Australia, North, South, East, West
	Understand geographical similarities and differences through human and physical geography of UK and a non-EU country	Naming human and physical geography terms.	Locational Knowledge A - Name the world's seven continents and five oceans B - Name the four countries and capital cities of the UK and its surrounding seas C - Begin to use some key vocabulary to demonstrate knowledge and understanding in this strand	Human features are things you can see all around you (were built). Physical features are all natural (weren't built). Use key vocabulary and terms for the UK and a non-EU country of choice to compare what is the same and different.	Human and physical features, beach, coast, cliff, hill, mountain, vegetation, forest, village, town, city, port, harbour, building, shop, factory, valley, river,

			<p>Place Knowledge A - Begin to compare the UK with a contrasting country in the world B - Begin to compare a local city/town in the UK with a contrasting city/town in a different country C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>		sea, ocean
	Identify location of hot and cold areas of the World in relation to Equator and North and South Poles	The Equator and its location.	<p>Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK D - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use world maps, atlases and globes to locate the countries, continents and oceans studied at this key stage D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>	The Equator is an imaginary circle around the Earth in the middle. It divides the Earth into half from East to West. The equal parts are the Northern Hemisphere and Southern Hemisphere. The North Pole is in the Northern Hemisphere. The South Pole is in the Southern Hemisphere. Countries closer to the Equator have warmer temperatures all year round compared to those further North or South.	World, Equator, East, West, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, North, South
YR 2	Name, locate and identify characteristics of 4 countries and capital cities of UK and surrounding seas	Legends and myths. Famous landmarks.	<p>Locational Knowledge A - Name and locate the world's seven continents and five oceans B - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles B - Use basic geographical vocabulary to refer to key physical features C - Use basic geographical vocabulary to refer to key human features D - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage C - Devise a simple map; and use and construct basic symbols in a key D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	There are 4 seas that surround the UK. The English Channel, North Sea, Irish Sea and Atlantic Ocean. Find out about Scottish traditions and customs such as wearing kilts and playing bagpipes. Look at some images of Scotland such as the Grampian Mountains, Loch Ness, thistles etc. Talk about how symbols such as thistles can represent countries. Read the story that tells the legend of how the Giant's Causeway was formed. Explain that the interesting shape of the rocks is due to a volcanic eruption which happened around 60 million years ago. Famous buildings in London are Buckingham Palace and the Houses of Parliament.	Union, UK, Scotland, England, Wales, Scotland, London, Edinburgh, Cardiff, Belfast, capital city, sea, English Channel, North Sea, Irish Sea, Atlantic Ocean, tartan, thistle, Loch Ness, Grampian Mountains, kilt, bagpipe, daffodil, Brecon Beacons, River Severn, Giant Causeway, shamrock, Buckingham Palace, Houses of Parliament, River Thames
	Identify seasonal and daily weather patterns in the UK	Daily weather examples.	<p>Locational Knowledge A - Name and locate the world's seven continents and five oceans B - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles B - Use basic geographical vocabulary to refer to key physical features C - Use basic geographical vocabulary to refer to key human features D - Use key vocabulary to demonstrate knowledge and understanding at this level</p>	We can measure weather patterns using equipment. A rain gauge measures how much rain has fallen. A wind vane shows which way the wind is blowing. A thermometer measures the temperature. The weather forecast tells us what the weather will be in the next few days. Scientists study the weather and use computers to make forecasts. (A scientist who studies the weather is called a meteorologist.) Weather forecasts help people to be prepared for different kinds of weather. Some weather can be very dangerous. A flood is an overflow of water. A hurricane is a storm with very strong winds. Clouds are made of tiny droplets of water that float in the air. Dark clouds carry more water.	Rain gauge, wind vane, thermometer, temperature, flood, hurricane, cloud
	Use world maps, atlases and globes	How maps, atlases and globes help us to locate places in the world.	<p>Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to</p>	A map is a drawing to show where some/all the countries and oceans are in the world. It can also show things that cannot be seen like temperature (how hot or cold somewhere is). An atlas is a book of maps and globes are round objects which show the earth.	Map, globe, atlas, country, ocean, North, East, South, West

			describe the location of features and routes on a map C - Devise a simple map; and use and construct basic symbols in a key D - Use key vocabulary to demonstrate knowledge and understanding in this strand		
	Use basic vocabulary to refer to key physical and human features	Physical features are all natural (weren't built).	Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles B - Use basic geographical vocabulary to refer to key physical features C - Use basic geographical vocabulary to refer to key human features D - Use key vocabulary to demonstrate knowledge and understanding at this level	A beach is an area of land made up of pebbles or sand and the coast is an area of land at the beach that meets the sea or ocean. A cliff is a steep area of rock, usually at the edge of the sea. A forest is a large area covered with trees and vegetation is a collection of plants in a habitat. A hill is a raised area of land and a mountain much larger and steeper than a hill. A river is flowing water that leads into the sea. The sea is salt water that surrounds land and an ocean is a large area of sea. A valley is a low area of land between hills and mountains and usually has a river flowing through them. A season is a time of year that is named because of the weather patterns and daylight hours. Weather is what is going on outside around the planet.	Physical, beach, coast, sea, ocean, river, lake, forest, hill, vegetation, cliff, mountain, valley
	Use simple compass directions to describe the location of features and routes on a map	Compass directions using maps.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features and routes on a map C - Devise a simple map; and use and construct basic symbols in a key D - Use key vocabulary to demonstrate knowledge and understanding in this strand E - Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	A compass is a tool used for direction - to help people find their way. It has a needle that spins. There are 4 compass directions - North, South, East and West.	North, South, East, West, compass, direction, up, down, left, right
	Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features devising a simple key	Aerial photographs of an area.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features and routes on a map C - Devise a simple map; and use and construct basic symbols in a key D - Use key vocabulary to demonstrate knowledge and understanding in this strand E - Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	The word aerial means from above. When we look at something from above we call this an aerial view. Objects sometimes look different from an aerial view. Maps often have a title, labels and symbols. Maps often have a key which explains the symbols. Maps often have a compass showing north, south, east and west.	Aerial, map, title, symbol, key, compass, North, South, East, West, up, down, left, right, far, near
	Use simple fieldwork and observational skills to study the geography of the school	Study of Yaxham school.	Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage B - Use simple compass directions and locational and directional to describe the location of features and routes on a map C - Devise a simple map; and use and construct basic symbols in a key D - Use key vocabulary to demonstrate knowledge and understanding in this strand E - Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	Locate the journey to school. Understand our local area. Locate the school in our local area. Name the key features in our school and local area.	Locate, journey, home, school, village, town, local area, human features, physical features
	Name and locate 7 continents and 5 oceans	Oceans	Locational Knowledge A - Name and locate the world's seven continents and five oceans C - Use key vocabulary to demonstrate knowledge and understanding at this level Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage C - Devise a simple map; and use and construct basic symbols in a key D - Use key vocabulary to demonstrate knowledge and understanding in this strand	There are 5 oceans in the world. An ocean is a large area of sea. The 5 oceans in the world are Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean and Southern Ocean. The smallest to largest oceans are Arctic, Southern, Indian, Atlantic and Pacific.	Ocean, map, atlas, globe, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, North, South, East, West
	Understand geographical similarities and differences through human and physical geography of UK and a non-EU country	Naming human and physical geography terms.	Locational Knowledge A - Name and locate the world's seven continents and five oceans B - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas C - Use key vocabulary to demonstrate knowledge and understanding at this level	Human features are things you can see all around you (were built). Physical features are all natural (weren't built). Use key vocabulary and terms for the UK and a non-EU country of choice to compare what is the same and different.	Human and physical features, beach, coast, cliff, hill, mountain, vegetation, forest, village, town, city, port, harbour, building, shop, factory, valley, river,

			<p>Human and Physical Geography B - Use basic geographical vocabulary to refer to key physical features C - Use basic geographical vocabulary to refer to key human features D - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>		sea, ocean
	Identify location of hot and cold areas of the World in relation to Equator and North and South Poles	The Equator and its location.	<p>Human and Physical Geography A - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles D - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	The Equator is an imaginary circle around the Earth in the middle. It divides the Earth into half from East to West. The equal parts are the Northern Hemisphere and Southern Hemisphere. The North Pole is in the Northern Hemisphere. The South Pole is in the Southern Hemisphere. Countries closer to the Equator have warmer temperatures all year round compared to those further North or South.	World, Equator, East, West, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, North, South
YR 3	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied	How maps, atlases and globes help us to locate places in the world.	<p>Locational Knowledge A - Locate the world's countries, using maps to focus on South America C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Place Knowledge C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>	Maps, globes and atlases help us find places in the world. Digital/computing mapping is a way of storing map data in digital form.	Map, globe, atlas, digital, computer, mapping
	Understand geographical similarities and differences through the study of human and physical region of UK, EU country and region within North or South America South America	Countries and cities. Climate and weather.	<p>Locational Knowledge A - Locate the world's countries, using maps to focus on South America C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Place Knowledge B - Begin to explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe some key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle C - Describe key aspects of human geography, including: types of settlement and land use D - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>	North and South America are continents. There are many countries such as the United States of America, Canada, Mexico and Cuba. Some of the capital cities are Washington (USA), Ottawa (Canada), Mexico City (Mexico) and Havana (Cuba). There are many mountains, seas and rivers. Including The Rockies, Sierra Madre, Mississippi River and Colorado Sea. The climates are all different - tropical and mediterranean are some of the climates. A climate is where there are similar weather patterns in one area. Use the key vocabulary and terms for human and physical geography to compare the UK and South America. The UK is a country belonging to the European continent that includes four separate countries on the British isles: England, Northern Ireland, Scotland and Wales. South America is a huge continent and so the climate can vary depending on where you are. Most of South America is warm for most of the year. The climate is generally tropical so it never gets too cold but there are higher areas where it does get cold and the temperature drops below freezing. Most of South America receives plenty of rain. There are areas that receive downpours like the rainforest but there are also areas that receive little or no rain. Rainforests are warm and wet areas.	Continent, country, North America, South America, Amazon Forest, Amazon River, Atacama desert, Brazil, UK, Scotland, England, Wales, Northern Ireland

	Name and locate countries and cities of UK	What makes a city a city	Locational Knowledge B - Name and locate counties and cities of the United Kingdom C - Use some key vocabulary to demonstrate knowledge and understanding at this level Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries B - Use symbols and keys to build their knowledge of the UK and the wider world D - Use some key vocabulary to demonstrate knowledge and understanding in this strand	A village has to have a church. A town has to have a certain amount of amenities such as shops. To be a city, the area needs to have a Cathedral. The UK is a country on the continent of Europe. There are 4 countries in the UK - Scotland, England, Wales and Northern Ireland. England is where we live. London is the capital of England. Edinburgh is the capital of Scotland. Cardiff is the capital of Wales. Belfast is the capital of Northern Island. The overall capital city of the UK is London because it is the largest city of the UK. The 3 biggest cities in the UK are London, Birmingham and Manchester.	Continent, Europe, UK, Scotland, Wales, Northern Ireland, England, Edinburgh, London, Cardiff, Belfast, Birmingham, Manchester, Liverpool, Dublin, Norwich, Glasgow, Leeds, Bristol, York, Cambridge, Swansea, Aberdeen, Brighton, Canterbury, North, South, East, West
	Identify the position and significance of Arctic and Antarctic Circle, Equator, Northern Hemisphere, Southern Hemisphere	What these terms mean.	Locational Knowledge C - Use some key vocabulary to demonstrate knowledge and understanding at this level D - Begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	The Equator is an imaginary line drawn in the middle of the Earth at an equal distance from the North Pole and South Pole. Antarctica is a continent surrounded by ocean, while the Arctic is an ocean surrounded by continents. Antarctica's continent is covered by an immense ice cap and surrounded by the Antarctic Ocean, mountains are up to 3,794 metres high and ice can be 4.5 km thick in places. It is very cold due to lack of direct sunlight and temperatures average -28°C in summer and -60°C in winter. It is very dry and there is almost no vegetation. Penguins, seals and whales live here. The Arctic is not a land continent. The ocean is surrounded by continents with large islands, e.g. Greenland, Ellesmere Island. Ice reaches a height of 2 to 3 metres. It is cold due to a lack of direct sunlight - but not as cold as Antarctica. Temperatures average 0°C in summer and -40°C in winter. There are low shrubs, sedges and grasses, mosses and liverworts. Polar bears, Arctic fox, reindeer, wolves, seals, whales and bird species live here. There is a human population north of 60°N greater than 4 million people. Many indigenous people - Inuit, Sami and Yupik.	Equator, earth, middle, top, bottom, North Pole, South Pole, ocean, continent, Arctic Circle, Antarctic Circle, hemisphere
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Yaxham.	Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe some key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle C - Describe key aspects of human geography, including: types of settlement and land use Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries B - Use symbols and keys to build their knowledge of the UK and the wider world C - Use fieldwork to observe the human and physical features in the local area using sketch maps, plans and digital technologies	Fieldwork involves collecting primary sources of information. Primary sources of information are things that were collected at the time, and include photographs, dairies and videos. Secondary sources of information are usually based on primary sources, such as magazines, textbooks, guidebooks and newspapers.	Village, Yaxham, school, village hall, restaurant, mill, farm shop, tea room, field, road, Church
	Use 8 points of a compass	Compass definitions.	Geographical Skills and Fieldwork B - Use symbols and keys to build their knowledge of the UK and the wider world D - Use some key vocabulary to demonstrate knowledge and understanding in this strand	The main 4 points of a compass are North, South, East and West. The next main 4 points of a compass are north-east (NE) is in-between north and east; south-east (SE) is in-between south and east; south-west (SW) is in-between south and west; north-west (NW) is in-between north and west.	Compass, North, South, East, West, North-East, South-East, South-West, North-West
	Describe and understand key aspects of human geography including types of economic activity, including trade links	What economy is.	Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe some key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle C - Describe key aspects of human geography, including: types of settlement and land use D - Use some key vocabulary to demonstrate knowledge and understanding at this level	If people want to sell things there must be other people who want to buy them. The more people want something, the more demand there is and the more money can be charged for them. However, if there are lots of people selling - or supplying - the same goods, and there are not many people who want those goods, then the demand will drop and the prices will be lower. This is called supply and demand. The word 'economy' describes how a country or place is doing in producing and making goods, and how much money it has. The amount a country sells and makes is called economic activity. There are a wide range of goods that countries can sell, such as gold, silver, milk and fish. If a country has a lot of goods that are in high demand then it can become wealthier by selling them. Businesses employ more people and people have more money to spend. This is known as a boom or an upturn. However, if demand falls, then prices will too, making the country poorer. Businesses employ fewer people and people have less money to spend. This is known as a slump, or a downturn.	Economy, buy, sell, demand, supply, price, economic activity, goods, boom, upturn, slump, downturn, trade, export, import
	Describe and understand key aspects of physical geography including volcanoes and earthquakes, rivers, mountains	Volcanoes.	Locational Knowledge A - Locate the world's countries, using maps to focus on South America C - Use some key vocabulary to demonstrate knowledge and understanding at this level D - Begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe some key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle	A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. Volcanoes can look like mountains or small hills, depending on what type they are. Magma is molten rock - rock that is so hot it has turned into liquid. When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash. Most volcanic eruptions are caused by tectonic plates moving towards each other, which usually produces violent eruptions. Other volcanoes, such as Mauna Loa in Hawaii are caused by hot spots in the Earth's crust. These do not erupt violently and lava usually flows slowly out of them. Eruptions from volcanoes can be very dangerous. They can produce pyroclastic flows - fast moving clouds of hot ash, gas and rock; ash clouds - small pieces of rock and glass that can be carried in the air for many kilometres; volcanic bombs - large bits of very hot rock blown out of a volcano. Volcanoes can help people with tourism and helping the soil so crops can grow.	Tectonic, lava, volcano, eruption, core, mantle, crust. Plate, tsunami, earthquake, friction, energy, magma, ash, gases, molten rock, tectonic plates

			<p>C - Describe key aspects of human geography, including: types of settlement and land use</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries</p>		
Yr 4	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>	<p>How maps, atlases and globes help us to locate places in the world.</p>	<p>Locational Knowledge</p> <p>A -Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Place Knowledge</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Maps, globes and atlases help us find places in the world.</p> <p>Digital/computing mapping is a way of storing map data in digital form.</p>	<p>Map, globe, atlas, digital, computer, mapping</p>
	<p>Understand geographical similarities and differences through the study of human and physical region of UK, EU country and region within North or South America</p> <p>South America</p>	<p>Animals.</p> <p>Rivers, mountains and vegetation.</p>	<p>Locational Knowledge</p> <p>A -Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Place Knowledge</p> <p>B - Explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography</p> <p>A - Confidently be able to refer to seasonal and daily weather patterns</p> <p>B - Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle</p> <p>C - Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>The Amazon Rainforest is the largest tropical rainforest in the world with more than half located in Brazil. It is full of wildlife. Tribes of people still live in some areas of the rainforest with no contact with the outside world. 20% of the world's bird species live here. The Amazon Forest has layers. Emergent Layer - It's sunny here because it's the highest point. Only the tallest trees reach this level. You would find butterflies, bats, insects, monkeys and many birds here. Canopy Layer - Most trees of the forest grow to this height. Certain plants grow at this level but their roots don't reach the ground; these are called air plants. You would find toucans, snakes, orangutans, sloths, parrots, lizards and many insects here. Understory Layer - Vegetation and vines can be found here and it's very dark. Here you would find bugs, jaguars, poison dart frogs and kinkajous. Forest Floor - A damp and dark part of the forest. Look out for tapirs and wild boar. In the Water - Beware of electric eels, anacondas and piranhas in the water here! The Amazon River is approximately 4000 miles long, mostly flowing through rainforest and is the second longest river in the world. The Atacama Desert is 600 miles long and it is the driest desert in the world despite living right next door to the Pacific Ocean! The Andes is the world's longest mountain range. The UK has the third longest coastline in Europe with 12,430 km/ 7,723 miles - after Norway and Denmark (Greenland). The UK's largest mountain is Ben Nevis in Scotland with 1,345 m/4,412 ft. The largest UK lake is Lough Neagh in Northern Ireland. Loch Ness is the largest freshwater lake (by volume) in the UK. The longest UK river is River Severn with 354 km/ 220 miles. The largest mammal in the UK is the red deer. Various species of deer and rabbits are common in the UK. Badgers, foxes and hedgehogs live in the woodlands and forests of the isles.</p>	<p>Continent, country, North America, South America, climate, weather, animals, Amazon Forest, Amazon River, Atacama desert, Brazil, UK, Scotland, England, Wales, Northern Ireland, River Thames, Ben Nevis, sloth, parrot, lizard, jaguar, anaconda, deer, squirrel, badger, fox</p>
	<p>Name and locate countries and cities of UK</p>	<p>Cities of the UK</p>	<p>Locational Knowledge</p> <p>B - Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>B - Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the UK and the wider world</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Using maps to locate all cities in the UK.</p>	<p>City, UK</p>
	<p>Identify the position and significance of Arctic and Antarctic Circle, Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>Why these terms are used.</p>	<p>Locational Knowledge</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>D - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	<p>The Equator is an imaginary line drawn in the middle of the Earth at an equal distance from the North Pole and South Pole. Antarctica is a continent surrounded by ocean, while the Arctic is an ocean surrounded by continents. Antarctica's continent is covered by an immense ice cap and surrounded by the Antarctic Ocean, mountains are up to 3,794 metres high and ice can be 4.5 km thick in places. It is very cold due to lack of direct sunlight and temperatures average -28°C in summer and -60°C in winter. It is very dry and there is almost no vegetation. Penguins, seals and whales live here. The Arctic is not a land continent. The ocean is surrounded by continents with large islands, e.g. Greenland, Ellesmere Island. Ice reaches a height of 2 to 3 metres. It is cold due to a lack of direct sunlight - but not as cold as Antarctica. Temperatures average 0°C in summer and -40°C in winter. There are low shrubs, sedges and grasses, mosses and liverworts. Polar bears, Arctic fox, reindeer, wolves, seals, whales and bird species live here. There is a human population north of 60°N greater than 4 million people. Many indigenous people - Inuit, Sami and Yupik.</p>	<p>Equator, earth, middle, top, bottom, North Pole, South Pole, ocean, continent, Arctic Circle, Antarctic Circle, hemisphere</p>
	<p>Use fieldwork to</p>	<p>Yaxham.</p>	<p>Human and Physical Geography</p>	<p>Fieldwork involves collecting primary sources of information.</p>	<p>Village, Yaxham, school,</p>

	observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		<p>A - Confidently be able to refer to seasonal and daily weather patterns B - Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle C - Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied B - Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the UK and the wider world C - Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</p>	<p>Primary sources of information are things that were collected at the time, and include photographs, dairies and videos. Secondary sources of information are usually based on primary sources, such as magazines, textbooks, guidebooks and newspapers.</p>	village hall, restaurant, mill, farm shop, tea room, field, road, Church
	Use 8 points of a compass	Compass definitions.	<p>Geographical Skills and Fieldwork B - Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the UK and the wider world D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>The main 4 points of a compass are North, South, East and West. The next main 4 points of a compass are north-east (NE) is in-between north and east; south-east (SE) is in-between south and east; south-west (SW) is in-between south and west; north-west (NW) is in-between north and west.</p>	Compass, North, South, East, West, North-East, South-East, South-West, North-West
	Describe and understand key aspects of human geography including types of economic activity, including trade links	How economy affects daily life.	<p>Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle C - Describe and understand key aspects of human geography, including: types of settlement and land use D - Use key vocabulary to demonstrate knowledge and understanding at this level</p>	<p>Buying and selling things is called trade. Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Today, goods are carried around the world in container ships from port to port and by aeroplane. People in the UK can sell things they make when people in other countries want them. This might be because they can't make them themselves or because they are cheaper or better quality. Sending goods like this to other countries is called export. There are also things, such as bananas or oranges, that are hard to grow in the UK and we have to buy these things from abroad. This is called import. Sometimes countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a service industry. The service industry is the UK's main industry today and we import more goods than we export.</p>	Economy, buy, sell, demand, supply, price, economic activity, goods, boom, upturn, slump, downturn, trade, export, import
	Describe and understand key aspects of physical geography including volcanoes and earthquakes, rivers, mountains	Earthquakes	<p>Locational Knowledge A -Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle C - Describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range. The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. This is how the mountains of the Himalayas in Asia were formed. The Earth is made up of different layers: the core at the centre, which is mainly metal; the mantle, which is mainly rock; the crust, which is the part we can see. The crust (together with the upper layer of the mantle) is made up of different pieces, called plates. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds. Some plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet. This is called a plate boundary or a fault line. As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an earthquake. If the earthquake is beneath the ocean it can create a series of huge waves, called a tsunami. There are thousands of earthquakes across the world each day and some are so small that they can only be detected by specialist equipment. Others can be so intense that they can create lots of damage and destroy towns and cities. The Richter magnitude scale is used to measure the size of earthquakes. Many earthquakes occur around the Pacific Ocean. People who live there, in countries such as Japan, are used to earthquakes happening and build earthquake-resistant buildings that sway with the shock waves rather than fall down. Although there are earthquakes in the UK, they are rare and so small that most people do not feel them.</p>	River, lake, sea, ocean, gravity, erode, valley, gorge, canyon, sediment, mountain, core, mantle, crust, plate, tsunami, earthquake, friction, energy
YR 5	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied	How maps, atlases and globes help us to locate places in the world.	<p>Locational Knowledge A - Use maps to locate the world's countries with a focus on Eastern Europe and South America C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Place Knowledge C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Maps, globes and atlases help us find places in the world. Digital/computing mapping is a way of storing map data in digital form</p>	Map, globe, atlas, digit, computer, mapping
	Use 4 and 6 figure grid references, symbols and keys to build their	4 grid references	<p>Place Knowledge A - Explore geographical similarities and differences through the study of human and physical geography of a region of the UK</p>	<p>A grid reference is a tool for a map-reader to locate a particular place or object. The numbers going across from left to right are called eastings and the numbers going up the map from bottom to top are northings. A four-figure grid reference indicates a 1 km by 1 km square on the map.</p>	Map, grid reference, eastings, northings, top, bottom, kilometre, metre

	knowledge of UK and wider world		<p>C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>B - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>		
	Describe and understand key aspects of human geography including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	Settlement and Land Use	<p>Human and Physical Geography</p> <p>A - Confidently be able to refer to seasonal and daily weather patterns</p> <p>B - Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>C - Describe key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding at this level</p>	<p>Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are.</p> <p>Facilities are places where certain things happen, for example, schools for education, parks for playing or shops for selling things.</p> <p>A hamlet is a very small settlement with just a group of houses.</p> <p>A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.</p> <p>A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.</p> <p>A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p>In the UK however, some cities may be small. This is because some settlements have a cathedral and this makes them a city. For example, St Davids in Wales and the City of London in England.</p> <p>Some settlements also have a special use, or function. For example: ports - by a river or sea for ships to transport goods; market towns - where local farmers sell goods; resorts - for people to go on holiday.</p>	Settlement, live, work. Education, hamlet, village, town, city, port, harbour, cargo, resort, holiday
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Physical and human features of Dereham	<p>Locational Knowledge</p> <p>B - Name and locate counties and cities of the United Kingdom, identifying some of their physical features</p> <p>C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>B - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>C - Use fieldwork to observe and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Fieldwork involves collecting primary sources of information.</p> <p>Primary sources of information are things that were collected at the time, and include photographs, dairies and videos.</p> <p>Secondary sources of information are usually based on primary sources, such as magazines, textbooks, guidebooks and newspapers.</p>	VillageTown, Dereham, school, hall, restaurant, mill, farm shop, tea room, field, road, Church, farm
	Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle	Climate zones Biomes	<p>Human and Physical Geography</p> <p>A - Confidently be able to refer to seasonal and daily weather patterns</p> <p>B - Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>C - Describe key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding at this level</p>	<p>Climate zones are areas around the world with specific patterns of weather. In a certain place, if there is a pattern of weather that occurs over a long period of time, this can be described as its climate. It takes years for scientists to find, track and record these patterns.</p> <p>Biomes are areas of our planet with similar climates, landscapes, animals and plants.</p> <p>What lives in each biome depends on how warm or cold it is, how dry or wet it is and how fertile the soil is.</p> <p>The animals in a biome depend upon plants for food. The plants in a biome often also depend upon the animals for spreading pollen and seeds so that new plants can grow. So both plants and animals rely on each other to stay alive.</p> <p>Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet.</p> <p>Deserts are hot and dry all year round. The only things that grow are cacti and small shrubs because the soil is shallow and rocky. Animals come out at dusk when it is cooler.</p> <p>The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here but it is home to lots of different types of animals such as elephants, zebras and wildebeest.</p> <p>Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than the summer.</p> <p>Grasslands are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa.</p> <p>Zebras, giraffes, elephants and rhinos can all be found living in grasslands.</p> <p>The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.</p>	Climate zone, weather, biome, dependency, rainforest, forest, ice sheet, desert, savannah, woodland, grassland, tundra
	Locate the world countries focussing on Europe, Russia, North and South America, concentrating on environmental regions, countries, major cities and key physical and human features	Countries Cities	<p>Locational Knowledge</p> <p>A - Use maps to locate the world's countries with a focus on Eastern Europe and South America</p> <p>C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography</p> <p>A - Confidently be able to refer to seasonal and daily weather patterns</p> <p>B - Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>C - Describe key aspects of human geography, including: types of settlement and</p>	<p>Europe is a continent. Countries in Europe include UK, France, Germany, Spain, Italy, Greece, Prague, Austria, Belgium and Switzerland.</p> <p>Major cities in Europe include London, Paris, Berlin, Rome and Athens.</p> <p>Russia is spread over the continents of Europe and Asia so is considered to be part of both of them. Moscow and St Petersburg are 2 of the major cities.</p> <p>North America is a continent and its major countries include the USA, Canada and Greenland. Major cities include Washington, Ottawa, New York, Los Angeles and Nuuk.</p> <p>North America is home to all the biomes. Greenland is the biggest island on the planet.</p> <p>South America is a continent and its major countries include Brazil, Columbia and Peru. Major cities include Rio De Janeiro, Sao Paulo and Buenos Aires. .</p>	Continent, country, city, capital, biome, North Pole, South Pole, Arctic, Antarctica, Europe, North America, South America, Asia, Africa, Europe, Australia, Russia

			<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>		
	Identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Greenwich Meridian and time zones	Significances of positions.	<p>Locational Knowledge</p> <p>C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>D - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>To help where a place is in the world, people use imaginary lines. To find out how far north or south somewhere is, latitude is used. These lines run parallel to the Equator. To find out how far east or west somewhere is, longitude is used. These lines run from the top to the bottom of the earth.</p> <p>The Equator is at the centre of the lines of latitude and is at 0° latitude. Anything lying south of the Equator is in the Southern Hemisphere and is labelled °S. Anything lying north of the Equator is in the Northern Hemisphere and is labelled °N. The North Pole is 90° N and the South Pole is 90° S.</p> <p>The line labelled 0° longitude is called the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. Anything lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.</p> <p>The region of Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. Its latitude (distance from the Equator) is 23°27' N. The line called the Tropic of Capricorn marks the southern edge.</p> <p>Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.</p> <p>There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.</p> <p>The Prime Meridian splits the world into eastern and western hemispheres.</p> <p>Time in countries to the east of the Prime Meridian is always in front of that in the UK.</p> <p>Time in countries to the west of the Prime Meridian is always behind that of the UK.</p> <p>As the Earth rotates on its axis, the Sun only shines on the side of the Earth that it is facing. This means it is daytime for the parts of the Earth that have the Sun shining on them and it is night-time for places that are on the opposite side of the Earth and are in the shade. As it is night in some parts of the world while it is day in other parts, different places in the world have different times. This is why the world is divided into 24 different time zones. One for each hour in a day.</p> <p>Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones. Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.</p>	Equator, longitude, latitude, north, south, east, west, North Pole, South Pole, Greenwich Meridian, London, tropic, Capricorn, Cancer, time zone, hemisphere
	Name and locate geographical regions and identifying human and physical characteristics, understanding how some of these aspects have changed over time	Changes of human characteristics past living memory.	<p>Locational Knowledge</p> <p>A - Use maps to locate the world's countries with a focus on Eastern Europe and South America</p> <p>Place Knowledge</p> <p>A - Explore geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>B - Explore geographical similarities and differences through the study of human and physical geography of a region of Eastern Europe and South America</p> <p>C - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Human and Physical Geography</p> <p>A - Confidently be able to refer to seasonal and daily weather patterns</p> <p>B - Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>C - Describe key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>D - Use some key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>A region is a large area of land with distinguishing geographical, ecological, cultural or political characteristics that set it apart from other areas and may exist within one country or be spread over several.</p>	Region, mountain, river, desert, rainforest, tundra, coast, beach, port, harbour, factory, building, shop, house, hill, cliff, village, town, city,
YR 6	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied	How maps, atlases and globes help us to locate places in the world.	<p>Locational Knowledge</p> <p>A - Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Place Knowledge</p>	<p>Maps, globes and atlases help us find places in the world.</p> <p>Digital/computing mapping is a way of storing map data in digital form</p>	Map, globe, atlas, digit, computer, mapping

			<p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>		
	<p>Use 4 and 6 figure grid references, symbols and keys to build their knowledge of UK and wider world</p>	<p>6 grid references</p>	<p>Place Knowledge</p> <p>A - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>B - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>A grid reference is a tool for a map-reader to locate a particular place or object. The numbers going across from left to right are called eastings and the numbers going up the map from bottom to top are northings.</p> <p>A six-figure grid reference indicates a 100 m by 100 m square on the map.</p>	<p>Map, grid reference, eastings, northings, top, bottom, kilometre, metre</p>
	<p>Describe and understand key aspects of human geography including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Distribution of natural resources</p>	<p>Human and Physical Geography</p> <p>A - Confidently be able to refer to seasonal and daily weather patterns</p> <p>B - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>C - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding at this level</p>	<p>When something is recycled it is reused or turned into something else. Materials such as glass, metal and paper are quite easy to recycle and certain types of plastic are too.</p> <p>Objects that aren't recycled, such as things that go in the rubbish, are taken to landfill sites. These are places where rubbish gets buried and left to rot away and biodegrade.</p> <p>Some plastic objects are only used once then thrown away. These are called single-use plastics and include things such as plastic bags, bottles, straws and crisp packets. These objects cannot be recycled and can take hundreds of years to biodegrade. It is not sustainable to keep on using them - and if we do, we could permanently harm our environment.</p> <p>Plastic is also harming animals and wildlife in rivers, lakes and oceans - they can get tangled up in plastic objects or can even eat them. However, by recycling, reducing the packaging we use and reusing things such as bags and bottles, hopefully together we can all help save our planet.</p> <p>Much of the world's energy is produced by burning fossil fuels such as oil, coal and gas. These natural resources are formed from the remains of plants and animals that died millions of years ago. They are used to power everything from planes to gas cookers.</p> <p>Burning fossil fuels creates carbon dioxide gas, which is damaging to the environment and is making the Earth warmer than it should be. Once fossil fuels are gone they cannot be replaced, so people are now using renewable sources of energy.</p> <p>Renewable energy is a natural source of energy that will never run out. Wind, the Sun and water are renewable energy sources that can be used to create electricity.</p> <p>There are different types of renewable energy: Hydropower - moving water helps create electricity by turning turbines under the sea as the tide moves in and out, or by using water stored in a dam; Solar energy - solar panels collect energy from the Sun to create electricity; Wind energy - wind turns turbines to create electricity; Geothermal energy - volcanic activity can be used for heating water and the steam produced can be used to power generators and create electricity.</p> <p>These sources of energy are much cleaner to use than fossil fuels because they do not produce harmful gases that cause pollution and climate change.</p> <p>Natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive. They can be used to heat our homes, transport us around the world, feed us and clothe us.</p> <p>The UK has a lot of natural resources, including fossil fuels for energy, crops for food, and livestock for food as well as clothes.</p> <p>Resources related to farming are called agricultural resources, these include: crops which produce wheat and barley; livestock such as cows, pigs and chickens which produce dairy, eggs and meat; sheep which produce wool and leather.</p> <p>Resources found underground are called geological resources, these include: minerals like china clay; metals like tin; fossil fuels like gas and oil.</p>	<p>Recycle, reuse, renew, landfill, plastic, fossil fuel, oil, coal, gas, carbon dioxide gas, energy, hydropower, solar energy, wind energy, geothermal energy, pollution, climate change, natural, china, clay, tin</p>
	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Physical and human features of Dereham</p>	<p>Locational Knowledge</p> <p>B - Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time</p> <p>C - Use key vocabulary to demonstrate knowledge and understanding at this level</p> <p>Geographical Skills and Fieldwork</p> <p>A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>B - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p> <p>C - Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>D - Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Fieldwork involves collecting primary sources of information.</p> <p>Primary sources of information are things that were collected at the time, and include photographs, dairies and videos.</p> <p>Secondary sources of information are usually based on primary sources, such as magazines, textbooks, guidebooks and newspapers.</p>	<p>Village, Town, Dereham, school, hall, restaurant, mill, farm shop, tea room, field, road, Church, farm</p>

	Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle	<div>Vegetation belts</div> <div>Water cycle</div>	Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle C - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water D - Use key vocabulary to demonstrate knowledge and understanding at this level	<p>Water on Earth is constantly moving. It is recycled over and over again. This recycling process is called the water cycle.</p> <p>Firstly, the water evaporates into the air. The sun heats up water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.</p> <p>Secondly, water vapour condenses into clouds. Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.</p> <p>Thirdly, water falls as precipitation. The clouds get heavy and water falls back to the ground in the form of rain or snow.</p> <p>Fourthly, water returns to the sea. Rain water runs over the land and collects in lakes or rivers, which take it back to the sea. The cycle starts all over again.</p> <p>A vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. The 5 vegetation belts are forest, grassland, tundra, desert and ice sheet.</p>	<p>Water cycle, evaporate, water vapour, precipitation, recycle, vegetation belt</p>
	Locate the world countries focussing on Europe, Russia, North and South America, concentrating on environmental regions, countries, major cities and key physical and human features	<div>Physical and human features</div>	Locational Knowledge A - Use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities C - Use key vocabulary to demonstrate knowledge and understanding at this level Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle C - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water D - Use key vocabulary to demonstrate knowledge and understanding at this level Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features D - Use key vocabulary to demonstrate knowledge and understanding in this strand	<p>The tundra is the arctic region of Russia, closest to the North Pole. It's too cold for much to grow there.</p> <p>The Russian tundra stretches from the Baltic Sea to the Bering Strait. This makes Russia a very close neighbor to Alaska. Believe it or not, if measuring between nearby islands, Russia and Alaska are only 2 ½ miles apart!</p> <p>Located at the top of the world, just below the Arctic, is the taiga. The taiga is a forest region and has many conifer trees, including spruce, fir, and cedar. It is a very cold place to be in winter, and very few animal or plant species live there; however, if you like insects, you'll find millions on the taiga. The insects are often food for birds who like to visit the taiga in the summertime and have their babies there. In the summer, the taiga weather is warm and often rainy. The Russian taiga is gigantic. It is the size of the entire United States.</p> <p>Some diverse biomes represented in North America include desert, grassland, tundra, and coral reefs. Young mountains rise in the west. The most familiar of these mountains are probably the Rockies, North America's largest chain.</p> <p>Most of South America has a tropical climate. In the tropical rainforests of the north and east, it is hot and rainy year-round. Parts of central South America have generally warm summers and cool winters, with plenty of rain. There are also several desert areas, including the coast of Peru and northwestern Argentina.</p>	<p>Mountain, river, desert, rainforest, tundra, coast, beach, port, harbour, factory, building, shop, house, hill, cliff, village, town, north, east, south, west</p>
	Identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Greenwich Meridian and time zones	<div>Significances of positions.</div>	Locational Knowledge C - Use key vocabulary to demonstrate knowledge and understanding at this level D - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features D - Use key vocabulary to demonstrate knowledge and understanding in this strand	<p>To help where a place is in the world, people use imaginary lines. To find out how far north or south somewhere is, latitude is used. These lines run parallel to the Equator. To find out how far east or west somewhere is, longitude is used. These lines run from the top to the bottom of the earth.</p> <p>The Equator is at the centre of the lines of latitude and is at 0° latitude. Anything lying south of the Equator is in the Southern Hemisphere and is labelled °S. Anything lying north of the Equator is in the Northern Hemisphere and is labelled °N. The North Pole is 90° N and the South Pole is 90° S.</p> <p>The line labelled 0° longitude is called the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. Anything lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.</p> <p>The region of Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. Its latitude (distance from the Equator) is 23°27' N. The line called the Tropic of Capricorn marks the southern edge.</p> <p>Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.</p> <p>There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.</p> <p>The Prime Meridian splits the world into eastern and western hemispheres.</p> <p>Time in countries to the east of the Prime Meridian is always in front of that in the UK.</p> <p>Time in countries to the west of the Prime Meridian is always behind that of the UK.</p> <p>As the Earth rotates on its axis, the Sun only shines on the side of the Earth that it is facing. This means it is daytime for the parts of the Earth that have the Sun shining on them and it is night-time for places that are on the opposite side of the Earth and are in the shade. As it is night in some parts of the world while it is day in other parts, different places in the world have different times. This is why the world is divided into 24 different time zones. One for each hour in a day.</p> <p>Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones. Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.</p>	<p>Equator, longitude, latitude, north, south, east, west, North Pole, South Pole, Greenwich Meridian, London, tropic, Capricorn, Cancer, time zone, hemisphere</p>
	Name and locate geographical regions and identifying human and physical characteristics, understanding how some of these aspects have changed over time	<div>Changes of physical characteristics past living memory.</div>	Locational Knowledge A - Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge A - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK B - Understand geographical similarities and differences through the study of human and physical geography of a region of Eastern Europe and South America C - Use key vocabulary to demonstrate knowledge and understanding at this level	<p>A region is a large area of land with distinguishing geographical, ecological, cultural or political characteristics that set it apart from other areas and may exist within one country or be spread over several.</p>	<p>Region, mountain, river, desert, rainforest, tundra, coast, beach, port, harbour, factory, building, shop, house, hill, cliff, village, town, city,</p>

			Human and Physical Geography A - Confidently be able to refer to seasonal and daily weather patterns B - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle C - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water D - Use key vocabulary to demonstrate knowledge and understanding at this level Geographical Skills and Fieldwork A - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features		
YR 6+	Inspire curiosity and fascination about the world and its people. Articulate and show confidence discussing diverse places, people, resources and natural/human environments, together with a deep understanding of the Earth's key physical and human processes.				